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The East Africa Dialogue Series: Youth, Urbanization, Growth & Inequality

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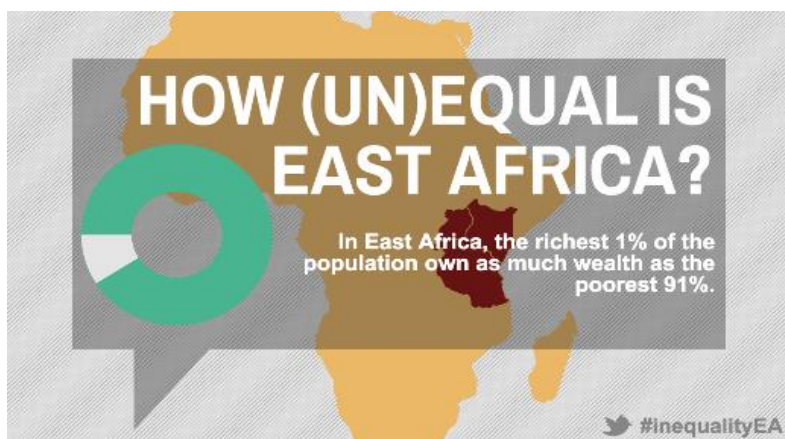
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The East Africa Dialogue Series:

Youth, Urbanization, Growth &

East Africa DIALOGUE SERIES

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By: Alex O. Awiti and Bruce Scott

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Executive Summary

While nationalism and sovereign assertions are on the ascendancy, we live in a world that has never been more connected. But as East Africans, our common challenges and shared aspirations transcend geography and politics. Moreover, globalization, technology, climate change, disease pandemics and terrorism have weaved nations into interdependent social and geopolitical realities. The objective of the East Africa Dialogue Series (EADS) was to gather reliable evidence and make such evidence available to a wide range of stakeholders who then use the evidence to stimulate dialogue, debate, reflection and action to address urgent challenges. The dialogue series focused on three challenges; youth bulge, rapid urbanization, growth and inequality.

A range of methods was used to gather, synthesize, disseminate information, and motivate public dialogue. These included national-level literature review, quantitative and qualitative survey, exploratory analysis and statistical modeling, city-level ethnography, dramatic dialogue and role play, participatory photography and photo exhibitions. The choice of these methods and the nature of the evidence examined were determined through consultation and processes of participatory or co-creation with key stakeholder groups.

The youth dialogue paints a complex portrait of East African youth. While they succumb to the material vices dominant in their societies – corruption, electoral fraud, tax evasion and impunity – they cherish family, community and faith. Moreover, they are eager to engage in self-employment through entrepreneurship. The youth are juggling conflicting value positions, are torn between behavior and choices that they know to be wrong – but which are normalized in the wider society – and what they believe are the right values and attitudes.

Ahead of Kenya's 2017 elections, media houses (CNN, Al Jazeera and Bloomberg, China Global Television Network, Kenya's local media) sought after the youth survey data to shed light on how the views of youth on electoral fraud, tribalism, citizenship and corruption would influence their participation in the election and/or possibly shape its outcome. Furthermore, the findings of the survey with respect to identity, disillusionment, impunity, trust or lack of trust in public and social institutions are informing research and dialogue on the non-material underlying causes and cost to society of violent extremism in Africa.

The urbanization dialogue – young cities – illustrates the capacity and agency of youth to enhance the quality of the experience youth have with respect to living, working and leisure. Informed by the ideas sparked because of the participatory photography, exhibition and community dialogue, youth-led design teams demonstrated how simple ideas could transform unsafe and neglected spaces into beautiful urban spaces that support meaningful play and social stimulation and safety.

The growth and inequality dialogue revealed the spatial patterns of inequality, clustering Kenya's 47 counties into five distinct groups defined by critical human wellbeing outcomes like stunting, level of mother's education, child mortality and maternal mortality. A critical institutional outcome of the EADS is the development of East Africa Institutes' capacity in data and policy analytics through dynamic map¹ based and dashboard visualization² to support multi-criteria policy and decision analysis. The institute will continue to deepen its research and policy engagement capacity on youth, urbanization and the application of data and policy analytics to inform decision-making and public participation.

¹ <http://data.eadialogueseries.org/spatial-inequalities/data/>

² <http://data.eadialogueseries.org/inequalities-dashboard/>

2.0 The Research Problem

While evidence of common challenges and shared opportunities –youth bulge, rapid urbanization, rising GDP and soaring inequality and unemployment – is abundant, there is a dearth of regional platforms for framing research and convening of evidence-based dialogue to grapple with issues of regional policy relevance. Inevitably, this diminishes the potential to share lessons/solutions on common problems and leverage the power of cooperative policymaking and could undermine the commitment to regional integration. The objective of the East Africa Dialogue Series (EADS) was to gather reliable evidence and make such evidence available to a wide range of stakeholders who can use it stimulate dialogue, debate, reflection and action on East Africa's most urgent challenges: youth bulge, rapid urbanization, growth and inequality.

We hypothesized that research and dialogue could improve processes that facilitate evidence based decision-making and public participation and civic action. The East Africa Institute (EAI) conceived the dialogues as platforms for honest debate and reflection, which contribute not just to policy but also critical to shaping social attitudes, values and inspiring public action.

In the EADS research was understood as comprising policy analysis and review, drawing on largely from the academic and policy communities. However, following consultations with key stakeholders and with the IDRC regional program there was consensus that what was needed was creative processes of diagnosis that would reveal novel insights to support debate, reflection and responsive action. For example, the youth survey whose objective was to understand the attitudes, aspirations and values of youth inspired wide-ranging and sustained policy oriented conversations beyond what a traditional policy review could accomplish³. A significant conceptual reformulation also saw the focus on urbanization change to an investigation of the experience of youth in cities, examining innovative ways to engender youth engagement and inclusion in urban governance and decision-making.

³ <https://goo.gl/pucFxr>; <https://goo.gl/MWYGsX>; <https://goo.gl/kjWTjb>; <https://goo.gl/pqVqxn> [Accessed November 2017]

3.0 Methodology

The dialogue series was anchored on two approaches: Evidence generation and public engagement. In this section we describe the application of each approach to the three dialogue areas – youth, urbanization and growth and inequality – that constituted the EADS.

We use evidence generation to denote a variety of methods in inquiry or diagnosis of key issues relevant to public policy, decision-making and stakeholder and action. These methods include conventional research methods – literature review, qualitative and quantitative techniques. Other tools such as story telling and photography were also used to generate knowledge, insight and evidence.

For the purposes of this project, dialogue was the method of public engagement, designed to involve both deliberation (debate/reflection) and inclusion, premised on the understanding that inclusion is a right and participation is critical to enhancing the quality of decision making and improving accountability of the decision making process.

We use deliberation to mean careful consideration of evidence, reflection and debate and the opportunity to evaluate past or current positions with a view of finding common ground as a foundation for joined action. We apply inclusion here to mean bringing together diverse range of individuals and groups who often do not share common platform. Models of convening included conferences, working groups, stakeholder roundtables, exhibitions and social media chats and performance.

It is important to note that participants in the dialogue did not usually have decision-making authority. Hence, the dialogues were not designed as a mechanism to direct, but rather to inform public policy and catalyze inclusive public debate and reflection.

3.1 Evidence generation

3.1.1 Youth Dialogue

Following an inception workshop, which brought together youth leaders from Burundi, Kenya, Rwanda Tanzania and Uganda, the EAI commissioned a survey of East African youth. For this survey youth were defined as those aged between 18 and 35 years. The purpose of the survey was to understand the attitudes, values, fears and hopes of the youth. The study also sought to understand the perspectives of youth on citizenship, inclusion in decision-making and politics. Over 7,000 East African youth from Kenya, Rwanda, Tanzania and Uganda were interviewed between September 2014 and February 2015. The sample allocation in each country was based on the most recent population census frame in the respective country. While the population census frame is old, it is still in use because no other intercensus data estimates are available at the subnational level. Sixty-five percent of the respondents were drawn from rural areas, while 35 percent were from urban areas. Moreover, 5 percent of the respondents were women.

3.1.2 Young Cities Dialogue

3.1.2.1 *Old stories in new ways*

Mombasa, Kenya's second largest city has a youthful, cosmopolitan population, from diverse racial, ethnic, cultural, religious, and political backgrounds. Working with a local theatre group in Mombasa, we conducted ethnographic research through observing and interacting with youth as went about their daily lives. The purpose was to a part of a wide variety of experiences of urban youth as they go about work, leisure and the daily rhythm of life in a large city.

Through stakeholder consultation, attended by representatives from the Mombasa County government, civil society and business leaders, the youth identified: i) Work, livelihood and opportunity; ii) Criminal

justice system; iii) Interfaith understanding; iv) Identity; and, v) Family as key priority areas for investigation, debate, reflection and responsive action.

Using resonant traditional and contemporary stories, the EAI and University of Alberta (under the leadership of Prof. Jan Selman) created an interdisciplinary research team comprising local artists, literary scholars, and practitioners in theatre for development and public intellectuals and to draw upon the powers of story and performance to contribute to timely social intervention. Working with young artists in Mombasa and Kisumu the team developed a theatrical performance that integrates traditional and contemporary cultural expressions through drama, comedy, music and dance and adapting them to ask questions about youth (dis) engagement, promote dialogue on gender roles and social cohesion.

After eight weeks of ethnographic research, using participant observation and interviews, we created four dramatic dialogues (*"In Pursuit of Work"*; *"New Kid in Town"*; *"Dreams of Fame"*; *"Interfaith Understanding"*) that embody the essence of life and work experiences of youth in a fast-paced urban environment; their joys and pains, their dreams and life's hard knocks.

Using resonant traditional and contemporary stories, the EAI and University of Alberta created an interdisciplinary research and artist team comprising local artists, and to tap the powers of story and performance to contribute to timely social intervention.

3.1.2.2 Child Friendly Spaces

Are our cities are safe spaces for children to grow, develop and thrive? Working with youth from Korogocho, one of Nairobi's large slums, we used participatory photography to document the neighborhoods and spaces low-income urban children live and play in. The aim was to stimulate meaningful dialogue on the city through the eyes of children and provide evidence and impetus for responsive action. The purpose of participatory photography was to situate the informant or witness – the community and children – at the heart of the research process, promoting active engagement with the issues.

To accomplish these aims, EAI partnered with K-Youth Media, an organization founded and led by youth from Korogocho, one of Nairobi's informal settlements. In collaboration with the local leaders, community based organizations, local schools, local youth and local children; we initiated a large photography project, providing detailed documentation of the experiences of children in the community and in the school environment.

Figure 1 illustrates the conceptual framework that underpinned this initiative. At the heart of this framework is story as the basis for dialogue and more specifically "social purpose storytelling". The critical social purpose here is collaborative action to build child friendly spaces for children in cities. In the first instance the goal was to find consensus on why child friendly spaces are important and where the gaps to achieving this noble goal exist at the community and school level.

Through participation, the community must drive the definition and representation of the needs within their local context. The exploration, discovery and photographic documentation of children in their spaces provide a shared and co-created basis for dialogue to explore change and action needed.

In partnership with Kilimani Project Foundation (neighborhood organization) and Milimani Primary School in Nairobi, we examined children's experience in public school setting. In collaboration with school headmaster, the teachers and the pupils we designed interviews, focus group discussions as well as participatory photography with pupils to explore the following broad questions:

1. Is the school environment healthy, safe and protective of children's wellbeing?

2. Is the school environment and experience gender sensitive, making both boys and girls comfortable and unafraid?
3. Is the school environment supportive of effective and pleasurable learning for all children (5-13 years)?

With a camera and under the guidance of a photographer, pupils took pictures and narrated their experiences in different spaces: the classroom; the playing field; the schoolyard; the washrooms. Children also spoke about their commuting experience; either on foot or by public transportation.



Figure 1. Social purpose story telling

3.1.3 Growth and Inequality Dialogue

The objective of this dialogue was to uncover the spatial patterns of wellbeing outcomes using existing biophysical, census, economic survey as well as health data at national and subnational levels.

Kenya was chosen to test a six-step approach to understanding and addressing the patterns of growth and the spatial patterns of inequality in human wellbeing outcomes. These steps include: i) literature review and annotated bibliography; ii) assembling relevant national and subnational level data; iii) exploratory analysis; iii) developing statistical models; v) building free online user interphase; vi) stakeholder dialogue.

The annotated bibliography, *Understanding the Spatial Patterns of Inequality*, is the outcome of 52 reviewed articles, book chapters and reports on spatial poverty and inequality in developing countries, including several case studies on Kenya. Materials were collected through a search of several online platforms, including Google, Google Scholar, online academic journal databases (jstor, SSRN, IDEAS)

and the Aga Khan University, Nairobi online library. The review also included Kenya's Vision 2030, County development plans and other government policies.

The data gathering process involved identifying and collecting national and county-level data on key human wellbeing variables. The initial collection of variables was designed to include all available data characterizing spatial poverty traps, as defined in the literature reviewed for the annotated bibliography. A review of national government data atlases and documents including, *Kenya Economic Survey* (2014), *Kenya Demographic Health Survey* (2014), *Kenya Statistical Abstract* (2014), *Kenya Economic Survey* (2017) and the *Population and Housing Census* (2009), *Socio-economic Atlas of Kenya*, reports by UN and the World Bank as well as results from online search platforms including Google and Open Data generated over 75 potential variables.

The 75 potential variables were further reviewed based on a more stringent inclusion criteria –evidence in literature, completeness, consistency, validity and relevance to national and international development objectives, including the Sustainable Development Goals (SDGs). This narrowed the range of the data slightly to 51 variables addressing the themes of poverty, health, education, land, demography and remoteness. The 51 variables were subjected to exploratory data analysis to maximize insight by uncovering the underlying structure, understanding the association between and among variables and the similarities and difference between and among sub-national units.

Through graphical methods, regression and correlation analysis using open source R software we developed a parsimonious set of 14 variables. The inclusion of these variables is consistent with the literature, the strength of their correlation with other indicators, their measurability and their descriptive value of the realities in Kenya, down to the sub-national level.

3.2 Public Engagement

3.2.1 Youth Dialogue

After the a successful completion of the youth survey in Kenya, Uganda and Tanzania we convened a validation conference, which brought together over 200 youth leaders from all the five countries of the East African Community. The purpose of the conference was to provide an opportunity for youth to reflect, debate and share their views on the key findings of the survey and stimulate further debate in the wider public, through social media.

To motivate debate and dialogue the survey findings were presented in the form of drama play by youth who analyzed the quantitative and qualitative survey data and developed a dialogue frame, wrote a script and produced the dialogic performance. The performance engaged participants in role-play, thinking, debating and reflecting on themes emerging from the data, including: identity; self-esteem; civic engagement and political participation; ethics; and role models. The proceedings of this validation dialogue can be found on line⁴.

The validation conference was followed by a series of national level youth survey report launch events. These included events in Kenya^{5,6}, Uganda^{7,8}, and Tanzania⁹. Each of the launch events was presided over by high-ranking government officials. The combined report, the East Africa youth report was also presented to the Committee on General Purposes of the East Africa Legislative Assembly in August

⁴ East Africa Dialogue Series: Be the Change: https://www.youtube.com/watch?v=s_UdMxcVkhY.

⁵ Kenya Youth Survey launch: <https://www.youtube.com/watch?v=EOfwL5iAXgA>

⁶Most youth prefer self employment, new survey shows: <http://www.nation.co.ke/news/Most-youth-prefer-self-employment-new-survey-shows/1056-3035216-c8d3ssz/index.html>

⁷ Uganda Youth Survey launch: <https://www.youtube.com/watch?v=2fVi5TZFGu4>

⁸ Only 5 per cent Ugandan youth value integrity, survey reveals <http://mobile.monitor.co.ug/News/Only-5-per-cent-Ugandan-youth-value-integrity-survey-reveals/2466686-3366698-format-xhtml-g5bci9/index.html>

⁹ What youth think about graft: <http://www.thecitizen.co.tz/News/What-youth-think-about-graft/1840340-3413548-3vqbe3/index.html>

2016¹⁰. The Committee deals with joined policy on youth and gender in the EAC. In March 2017 EAI held a seminal EAC youth leaders' summit, bringing youth leaders who participated in the survey and dialogue over the three years¹¹. The purpose of the summit was to grapple with the question of East Africa's future and how in the youth's view, their generation could contribute to the change they believed was needed. The depth of public engagement with the findings of the youth survey in the respective countries is reflected in the intensity of media coverage and more specifically the prominent presence of the reports, including citations in print and electronic media.

The findings of the survey were also presented to the EAC Secretariat with the aim of using the study to support research and engagement with the East Africa's youth through EAC's Nyerere Centre for Peace Research¹². An open access online data portal¹³ has been developed and holds both national and regional data across 44 variables, which can be analyzed by age, nationality, gender, education, location (rural/urban), religion and employment status.

3.2.2 Young Cities Dialogue

3.2.2.1 Old stories in new ways

A dramatic dialogue was held in Mombasa on January 23, 2016. Through this performance youth grappled with issues that confront urban youth such as unemployment and opportunity, the failures of our criminal justice system (especially the profiling and targeting of young people by the police), sexual abuse, pluralism and interfaith understanding. Through thoughtful exchange between the protagonists in the play and the audience, youth demonstrated that they have the capacity to ask questions and grapple with solutions and contribute to solving urgent social issues. At the heart of the dilemma in each play were moral and ethical questions and choices, personal agency. Through role-play the participants engaged in exhaustive mapping stakeholder networks, especially the role of government, faith, the community and the family in addressing societal challenges or responding to opportunities.

Hence, the dramatic dialogue created spaces where approaches/explorations to social issues were grounded in and shaped by the knowledge that life situations were inherently complex and understanding must be co-created through painstaking dialogue, as well as building shared perspectives and finding consensus for common action. *Kwe Kalyet*, the theatrical adaptation the Lwanda Magere myth – a Luo warrior of great prowess who was ultimately betrayed and defeated by the Nandi people – was first performed in Kisumu and Nairobi in the run up to the August 8 elections¹⁴.

3.2.2.2 Child Friendly Spaces

Community participatory photography produced 87 photographs depicting the environment and context in which children play and live, ranging from open fields to insanitary and physically unsafe and unprotected spaces. A photo exhibition bringing together parents and children from different socio-economic backgrounds for dialogue and reflection was organized. At the exhibition dialogue was focused on what the picture means from a child's perspective and what the needed to be preserved or transformed. At a high-level dialogue we brought together key departments of the Nairobi County; Education, Planning, Security and Environment. The photographs depicting the daily experiences of

¹⁰ East African youths have favorable attitudes towards corruption <http://www.eala.org/videos/research-reveals-most-east-african-youths-have-favourable-attitude-to-corru/P24>

¹¹ The EAC EAI Youth Leaders Summit. https://www.youtube.com/watch?v=uWNWQPYPxA8&feature=em-upload_owner

¹² <http://www.eac.int/ncpr/>

¹³ <http://data.eadialogueseries.org/>

¹⁴ <https://www.capitalfm.co.ke/campus/legend-of-lwanda-magere-story-to-be-told-at-sarakasi-dome/>;
<https://twitter.com/hashtag/kwekalyet?src=hash>

children in Nairobi provided a basis for open dialogue and consensus on the urgent need for advocacy and action needed through planning as well as investment to make Nairobi child friendly. The dialogue on child friendly schools brought together parents, teachers, pupils, architects, academics, child development experts, and civil society organizations. Within 24 hours 1,942 tweets with the hashtag #Schoolkidswant gained over 3.4 million impressions.

The photos were also exhibited as part of the innovative *Nai Ni Who*¹⁵ – an exploration of the good, the bad and possibilities of Nairobi – a side event. The dialogue focused on the rapid rate of urbanization and the lack of attention to child friendly spaces in design and planning of residential and public spaces. Even existing open spaces, including public parks like Uhuru Park, Central Park and Uhuru Gardens were not designed with children's' experience in mind. There is now a sustained public dialogue, with many neighborhood associations paying more attention to public spaces and its links to health and safety, especially for children.

3.2.3 Growth and Inequality

Dialogues were convened in Nairobi and Dar es Salaam to reflect and debate the spatial patterns of inequality. Participants were drawn from national statistical offices, civil society, media, youth organizations, and research and development organizations. Through the dialogues, participants become acutely aware that policy design and implementation arrangements were inherently complex. Hence, it is hardly surprising that even well-intentioned policies or programs often fail to meet expected policy goals. For national statistics officials these were important engagements as the idea of open data begins to gather momentum in Kenya and Tanzania. The public sector was especially keen to explore models for capacity strengthening to develop publicly accessible data and information platforms to stimulate greater public participation in development.

This dialogue was significant because civil society, the data user community, ordinary citizens and development organizations engaged with both the media and national statistics officials on exploring solutions around access to data and promotion of the use evidence in public debate and decision-making. In this dialogue both the media and national statistical officials had considerable power to inform public debate and influence change.

¹⁵ <http://www.thegodownartscentre.com/index.php/8-programmes/67-nainiwho2>

4.1 The Youth Dialogue

This synthesis will focus on four key findings of the survey, all of which have important and policy implications and also provide a basis for further policy oriented research and programmatic intervention.

The convergence of a youthful population and the expansion of primary and secondary education provide the first glimmer of a potential demographic dividend for East Africa. According to the survey, 56-82% of the youth surveyed had attained at least primary level of education. This in our view lays the foundation for a transition into a knowledge economy, with a huge opportunity for increased labour participation as jobs requiring high skill levels come to East Africa. However, all four countries face the challenge of a **low capacity to provide jobs for growing supply of educated youth**. Employment among university graduates is feeble (28-38%). Official statistics show that unemployment among Rwanda's university graduates is about 7 times higher than the national unemployment rate. In this survey about 48-62% of youth with university education considered themselves unemployed, given their aspirations and what they consider are their qualifications and value in the labor market. Across East Africa, the largest employer is the informal sector, which accounted nearly 80% of jobs created Kenya in 2015. Uganda's informal sector employs about 84% of youth without tertiary education. Economic growth without expansion of formal sector jobs seems to be the new normal in East Africa. While there is hope in the entrepreneurial spirit of the youth, there are limits to the capacity of self-directed, unsupported informal sector actors to create durable, well-paying jobs, and at scale, for a rapidly expanding, well-educated and aspirational youth.

As revealed by the survey, rising levels of literacy and completion of basic schooling high levels of unemployment/underemployment raises critical questions for governments, private sector and development partners. The past two decades of sustained high GDP growth has not generated commensurate growth in employment opportunities. This begs important questions about the structural characteristics and quality of growth in the four countries, and the EAC region in general.

22 https://www.google.com/search?client=firefox-b&ei=yj8WadJl4jjU5To-gP&q=Tanzania+yuath+survey&q=Tanzania+yuath+survey&gs_l=psy-ab.3...58373.63443.0.63815.21.17.0.0.0.0.593.1496.4-2j1.3.0....0...1.1.64.psy-ab..18.3.1495...0i0i46i67k1i46i67k1i0i131k1.0.Pk-audZvKN4

4.1.2 Abundance of latent, young entrepreneurs in East Africa

Between 50-65% of youth in Kenya, Rwanda, Tanzania and Uganda would like to go into business; start, own and run their own enterprises. This is a vast contrast to less than 30% who wish to pursue traditional formal sector jobs such as education, law, engineering or medicine. These findings are consistent with the other studies that have shown that Africa is the region with the most positive attitudes towards entrepreneurship, with 75% of working age adults considering entrepreneurship a good occupation choice²³. But this exuberance about entrepreneurship must be evaluated against the context of the structure of the economies and the labor markets. For example, do youth have the necessary skills, training or education to start and run successful enterprises? The survey revealed that 75% of youth who wanted to start a business had only primary level of education. These youth also lack the necessary literacy and numeracy skills to enter a labour market that is both constrained and becoming increasingly knowledge-based.

While youth are attracted to entrepreneurship there is no real evidence that a proliferation of micro, small and medium enterprises, which youth yearn for can create durable, well paying jobs. The failure rate of enterprises in Kenya and Tanzania is estimated at 70%. In Uganda, young entrepreneurs have the lowest growth expectations. While there are other factors, such as finance, policy and regulatory, Africa has the lowest levels of entrepreneurial innovation intensity in the world.

Moreover, the high affinity for and tolerance of corruption, rule violation and tax evasion also presents significant challenges to successful enterprise development because business and enterprise is about integrity and building relationships based on trust and honesty.

While there is considerable public investment in youth enterprise funds in all four countries, less than 40% of youth were aware or had any knowledge on how to tap into the funding opportunities. Besides low levels of awareness, low uptake of public enterprise funds also raises questions about whether the public sector is best suited as a vehicle for funding young entrepreneurs.

4.1.3 Deficit of integrity

The youth survey report revealed that 30-45% of youth in Kenya, Tanzania and Uganda would readily take or give a bribe, and about 58% would do anything to make money. Furthermore, only 40% would pay taxes on earned income. Moreover, about 72% of East African youth were afraid to stand up for what is right for fear of retribution.

According to the youth survey youth in Kenya, Tanzania and Uganda believed that their societies would be more corrupt in the future. This finding is hardly surprising because corruption is rife in East Africa's public sector. In 2016 Tanzania ranked 116th, Kenya ranked 145th and Uganda 151st out of 176 countries on Transparency International's corruption perception index. President Magufuli has launched a full-throated war on high-level corruption in the public sector. Following the arrest of Uganda's Minister of State for Labour and Industrial Relations in April 2017, President Museveni declared an open war on corruption. In his paper *Inequality and the Moral Crisis of the Elite*²⁴, former Chief Justice Willy Mutunga demonstrates that corruption is now the fourth arm of government in Kenya, easily the most powerful and the one that controls the executive, the judiciary and the legislature.

The existential danger posed by corruption is not lost on governments in the EAC. The government of

²³ Global Entrepreneurship Monitor. Global Report 2016/2017

²⁴ Mutunga, W. Development (2014) 57: 340. <https://doi.org/10.1057/dev.2015.36>

Uganda recognizes that corruption poses a major challenge to good governance. In Tanzania President Magufuli campaigned on a platform of integrity and the restoration of the ethos of hard work. In Kenya President Kenyatta said corruption was a national security threat and costs Kenyans about 250,000 jobs every year according to President Obama. In Rwanda, President Kagame says the consequences of graft on public officials are huge. Can the zero tolerance approach to corruption in Rwanda be replicated in Kenya Tanzania and Uganda?

A study published in the journal *Nature* – “Intrinsic honesty and the prevalence of rule violations across societies” – shows that participants from countries with a high prevalence of rule violations (PRV), including Guatemala, Kenya and Tanzania, displayed higher levels of dishonesty compared to participants from countries with low PRV like Sweden. Clearly, the youth who participated in this survey did not influence or shape the societal norms and institutional structures in which they are raised. The environment in which they are raised has certainly influenced them. Hence, the findings of the youth survey are consistent with the theories of cultural co-evolution of institutions and the values and attitudes of individuals.²⁵

Some action has been catalyzed by the findings of the survey. For example, the Wangari Maathai Foundation has re-evaluated two of its values-based programs on youth to respond more directly to the findings of the Kenya youth survey on attitudes of youth toward rule violation, corruption and citizenship. The Obama Foundation is in the process of setting up leadership and citizen engagement programs in East Africa and has been consulting with the EAI on how to use the evidence generated by the youth survey and the youth networks established by EAI through its dialogue series to design its programs.

Moreover, the Research Clubs Africa – the CSR arm of Ipsos (global market and opinion research company) – approached EAI to partner and use key elements of the youth survey to design a survey for high school students in Kenya. The purpose of the research was to understand how Kenya’s 13 to 17 year olds think about ethics, integrity, leadership and citizenship, their values and aspirations in the context of their school environment. The studies, conducted in over 40 schools reveals that Kenyan schools are a microcosm of the wider society, bedeviled by the same negative inclinations, rule violation, corruption, electoral fraud and impunity. These findings are now providing the evidence and impetus for re-examining the roles of teachers, parents and the community (especially faith organizations) in instilling values in young people in societal context that privileges corrupt value systems.

Ahead of Kenya’s 2017 elections, media houses – international (CNN, Al Jazeera and Bloomberg, China Global Television Network) and local media (KTN, Citizen) – contacted EAI to shed light on how views and attitudes of youth on electoral fraud, tribalism, citizenship and corruption would determine their participation in the election and/or possibly shape its outcome. As has been widely reported in the media, the electioneering had strong ethnic undertones and politicians relied on bribery to mobilize support among masses of unemployed youth. In the survey 60% of the youth reported that a bribe would influence how they voted.

At the request of Kenya Youth Congress the EAI hosted youth from across the political divide who were contesting vying for various political positions in Nairobi County to explore youth focused legislative agenda. The purpose of the meeting was to explore how evidence from the survey could inform the campaign legislative agendas of young aspirants. Given that Nairobi is highly cosmopolitan, the discussions also examined various political party manifestos to understand how best young leaders could help drive more bipartisan, non-ethnic legislative agendas, especially on programs related to youth empowerment through skills and training, employment and participation in decision making.

²⁵ Bowels, S. 2011. Is liberal society parasite on tradition? *Philosophy and Public Affairs*, 39:46

4.2 Young Cities Dialogue

4.2.1 *Old stories in new ways* ²⁶

The convergence of the youth bulge and rapid urbanization presents a challenge because a prosperous future for the youth is inextricably bound with economically and socially vibrant cities. In essence, the success of a growing majority of youth will depend on whether our cities deliver opportunity and shared prosperity that meets life, work and leisure needs of the youth.

The young cities dialogue underscores the need to take a futuristic view of cities; thinking about how to plan and build cities that support living, working and (enjoyment) leisure for a rapidly growing population of relatively well-educated and aspirational and globally connected youth. Here we report two planks of the Young Cities dialogue; old stories in new ways and child friendly spaces.

Using resonant traditional and contemporary stories, the EAI and University of Alberta created an interdisciplinary research and artist team comprising local artists, and to tap the powers of story and performance to contribute to timely social intervention. Through painstaking ethnographic inquiry, scripting and improvisation Mombasa youth created and presented four superb short plays that beautifully entwined work, faith, identity, family, law enforcement and social justice. Through these stories the youth expressed not just their fears and struggles but also indomitable hope and sense of personal agency in finding solutions to urgent societal problems.

Through dramatic dialogue and role-play the artists and the audience engaged reflectively with issues that confront urban youth such as unemployment and opportunity, the failures of our criminal justice system, sexual abuse, pluralism and interfaith understanding. Moreover, it was exceedingly delightful to listen to the thoughtful exchange between the protagonist in the play and the audience to find resolution to complex social dilemmas. At the heart of the dilemma in each play were moral and ethical choices, personal agency and the role of civil society, business and government. These dialogues resonated with the crises of integrity identified in the youth survey.

The dialogues demonstrated that it will take youth and a broad coalition of stakeholders working together to create the necessary conditions to build cities that deliver opportunity and prosperity for all of us. While youth are disproportionately affected by the problems that beset East Africa's rapid urbanization, their engagement could be a well-spring of innovative solutions. Authentic and meaningful engagement of young people in change processes however, requires creative, non-traditional approaches. Youth have the capacity to grapple with the challenges of urbanization, while taking advantage of the opportunities created by urbanism. The long future belongs to youth and the least they expect is authentic and meaningful inclusion in co-defining problems and co-designing appropriate solutions to create thriving and happy cities.

Kwe Kalyet, the theatrical adaptation the Lwanda Magere myth, seeks to carve out of the solid rock of the Luanda myth a grain of hope, peace and cohesion among the Nandi and Luo communities. In the new adaptation, the beautiful Nandi spy wife becomes pregnant and gives birth to Lawanda's only child. In her agonizing dirge she says the rock is a monument of hatred between Nandi and the Luo. The baby symbolizes a new beginning, a future of kinship and peace. Because the youth survey revealed that only five percent of youth identified by their ethnicity, the adaptation of the Lwanda Magere

²⁶ https://www.youtube.com/watch?v=GHGMrDD_-_s

story is an attempt by the youth to push back the tide of ethnic discord and affirm that social cohesion and inter-community understanding is possible in their generation because they are Kenyans first.²⁷

One of the unintended outcomes of the dramatic dialogue approach, with role-play and dilemma, was its power to build agency and engagement, confidence and self-awareness among the youth who participated in both the training and the performance. Two things were important with regard to personal growth from the perspective of participating youth.

1. Establishing confidence in the group to share different points of view and to negotiate, compromise, develop understanding and common ground, as well as develop leadership and influence among peers.
2. Opportunities for peer learning through the painstaking process of ethnographic research and focus group discussion with community members, as well as through role-play in the production and performance the dramatic dialogue.

The approach of community research, dramatic dialogue and role-play is both liberating and empowering. It gave the youth an opportunity to provide thoughtful and constructive criticism, as well as offer new and fresh perspectives to explore and co-create, together all stakeholders, relevant solutions. Senior officials of Mombasa County present at the dialogue were impressed with the dialogue approach, in which youth lay bare, in an uninhibited way, urgent social issues and grapple with solutions. The county government representative expressed interest in working with the young artists to involve youth in promoting cleaner and safer city neighborhoods, as well as enabling meaningful public participation in the annual county planning and budget process.

4.2.2 Child Friendly Spaces

With rapid urbanization, a majority of East Africans will be born in cities and small towns. However, the vast majority of urban children will be born and raised in unplanned settlements. East Africa's informal settlements are characterized by poor quality housing as well as a lack of water and sanitation facilities. Invariably, Kenya's urbanization is associated with increasing density of built-up infrastructure and reduction of green, open spaces for play and recreation.

The community participatory photography produced 87 photographs depicting the environment and context in which children play and live; from bare, non-vegetated open spaces to insanitary to unsafe and unprotected spaces in public schools and residential neighborhoods (see Figure 2). Children's exposure to hazardous solid waste and volatile compounds from putrefying domestic, medical and industrial waste has been associated with detrimental impacts on their cognitive development²⁸. Recent

²⁷ Ethnic politics diminishing Kenya's stature in the East Africa Region: <http://www.envidevpolicy.org/2016/07/ethnic-politics-diminishing-kenyas.html>

²⁸ Sunyer J, et al. 2015 Association between traffic-related air pollution in schools and cognitive development in primary school children: A prospective cohort study. PLoS Med 12(3):e1001792. Med 12(3):e1001792.

studies have found an improvement in cognitive development associated with surrounding greenness, particularly with greenness in schools, at home and along commuting routes²⁹.

The photo exhibition organized by K-Youth Media and EAI on the children and spaces brought together parents and children from different socio-economic backgrounds to debate and reflect on possible



Figure 2: Children in a bare, unsanitary playing field

actions to improve the experience of children. After the exhibition, one might ask; so what? The exhibition provided an impetus for exploration of design ideas for transformation of children's spaces, in residential and public school areas. These explorations of transformation were informed by the understanding that design ideas need not be grand or expensive. In Figure 3, below, the picture on the left depicts a back alley space, which children have adapted for playing. At the time the picture was taken it did not have any physical amenities to support play, but the children were creative, adapting and using local materials to enable play.



Figure 3: Basic creative, and inexpensive design can change play experience

Inspired and informed by the ideas sparked because of the exhibition and in consultation with children and community members, design teams based in Nairobi and Vancouver (University of Fraser Valley) demonstrated how simple ideas could transform unsafe and neglected spaces into beautiful urban spaces that support meaningful play and social stimulation and safety (See (Figures 3 and 4 left; Figures

²⁹ P. Davdand, et al., 2015. Green spaces and cognitive development in primary schoolchildren. Proceedings of the National Academy of Sciences, Vol. 112 (26): 7937–7942, doi: 10.1073/pnas.1503402112

3 and 4 right). The creative co-design was informed by the concept of placemaking, which is essentially the process of creating quality places that members of a community want work, live, learn and play in.

The transformation depicted in Figure 3 is instructive. The transformation of the space was based on core principle of placemaking – make and act on observation. The ideas about the transformation were made possible by observing how the children used the space and thinking about how it could be made more lively, safe and inviting.



Figure 4: Place-making design ideas that could require public –private sector financing

Photographs depicting the daily experiences of children in Nairobi and the place-making ideas as illustrated in Figure 3 and Figure 4 above were presented at a high-level dialogue with key departments of the Nairobi County government and civil society organizations. A consensus emerged on the imperative to create, develop, maintain and protect open public spaces for children. Moreover, the dialogues found common ground and shared understanding that place-making is about expanding infrastructure services, community development and local economic prosperity. Quality public spaces are essentially about providing equitable access to green spaces for recreation and environmental conservation as well as creating potential places for local art and creativity to thrive. Figure 3 demonstrates what could be done without much capital investment, but with the community and especially youth and children provided vital inputs; creative, talent, time and commitment. However, Figure 4 is an example of an opportunity for public-private partnership, where major public works and construction is needed. Here too, the role of youth and children in providing design ideas and being engaged in articulating multiple uses as well as programming utilization among different stakeholders was key.

The focus on child-friendly schools has catalyzed a partnership between EAI and the School of Architecture and Building Sciences of Jomo Kenyatta University that will focus on interdisciplinary research on space and pedagogy, especially in primary schools. The outcomes of this effort will inform learning spaces and school design policy, and hopefully lead to new building guidelines that are child-centered, especially in view of the fact that Kenya's basic education curriculum is under review and will support child-centered teaching and learning approaches. At the local school and community level the research, evidence and dialogue process has motivated local action, bringing together alumni, local foundation and the teachers association to focus on making the school environment child friendly, safe, secure and conducive to learning.

By their accounts, both in words and pictures, children described how cold, dark and dull their classrooms were. They told stories of the foreboding schoolyard. They spoke of playing fields that were a bowl of dust in the dry season and a pool of mud in the rainy season. The narrated how they endured thirst and discomfort because their school lacked portable water. The bathrooms are not useable. Little children have to suppress the urge to use the bathrooms because they were too filthy. Moreover, the commute to school was always horrific. In the words of a young girl, "If you sit next to a man you know

what will happen to you". Little girls get groped in Matatus (privately owned mini vans that provide transportation services in Kenya) every day. They children also spoke of their frightful commute, on foot and public transport, which starts in the dark of early dawn and ends in the dark at dusk.

The aim of the Milimani Primary School social purpose story was to provide simple and accessible evidence base for responding to an imperative; how can we ensure that learning environments are child-informed, safe, and conducive to holistic development of the child? An important outcome from this initiative is the on-going mobilization among the Milimani Primary School alumni, who have now come together to address the issues raised by the children and the teachers.

Overall, our findings and dialogue processes have provided key stakeholder groups with evidence for realistic and achievable interventions such as collective action by ordinary citizens (e.g., the convening of Nairobi's Placemakers Network, the revitalization of Milimani Primary School Alumni and the creation of an interdisciplinary research group on space and pedagogy. Moreover, EAI is committed to continue working on Child Friendly Spaces and Youth-led Urban Innovation in collaboration with Dar es Salaam, Nairobi, Ardhi University (Tanzania) Jomo Kenyatta University of Agriculture and Technology (Kenya).

4.3 Growth and Inequality Dialogue

Africa's economic surge – also known as *Africa Rising* – has revived interest the quality as well as the spatial patterns of growth and development. In the policy development arena, there is emerging concern about the fact that the dividends of Africa's growth over the last decade and a half have not been equitably shared. Persistent and, in some cases, growing inequality assumes particular significance where its spatial manifestations intersect with ethnic or political cleavages.

The objective of this dialogue was to explore the use of existing national and subnational data to uncover the spatial patterns of wellbeing outcomes using existing census and socio-economic as well as health data at national and subnational levels. Understanding the spatial patterns of wellbeing outcomes is critical to supporting policy and dialogue to address the causes of inequitable human wellbeing outcomes.

Kenya was chosen to test a six-step approach to understanding and addressing the patterns of growth and the spatial patterns of inequality in human wellbeing outcomes. These steps include: i) literature review and annotated bibliography; ii) assembling relevant national and subnational level data; iii) exploratory analysis; iii) developing statistical models; v) building free online user interphase; vi) stakeholder dialogue.

Through graphical methods, regression and correlation analysis using open source R software we retained a parsimonious set of 14 variables. The inclusion of these variables is consistent with the literature, the strength of their correlation with other indicators, their measurability and their descriptive value of the realities in Kenyan counties.

The 14 variables retained for the multivariate statistical analysis (including Principal Components Analysis (PCA), cluster analysis, discriminant function analysis were: an indicator of economic wellbeing (GDP per capita); multiple health indicators (child mortality, maternal mortality, the incidence of typhoid in the population under 5, the incidence of wasting in the population under 5, the proportion of the population with no access to improved sanitation (practicing open defecation), the incidence of diarrhea in the population under 5, the density of health facilities); education indicators (literacy rates and proportion of mothers with no education); access to electricity, which is used as a proxy for physical infrastructural development; fertility rate; as well as two agro climatic indicators (aridity of climate and total arable land).

When transformed through PCA the first two principal components explained 67% of the variation among the counties. The first principal component, which accounted for 49% of the variance is explained by seven variables, namely: i) mothers' education; ii) distance to health facility; iii) sanitation; iv) maternal mortality; v) fertility; vi) stunting; vii) average literacy. Moreover, 18% of the variability among counties is explained by access to electricity, density of health facilities, child mortality, access to arable land and per capita GDP. Kisumu, Busia, Siaya, Homabay, Mandera, Wajir and Migori are counties with the highest rates of child mortality in the country. Mortality rates in these counties are more than three times higher compared to counties like Meru, Kiambu, Muranga, Nairobi and Kajiado.

Figure 5 illustrates the clustering of Kenya's 47 counties as defined by the PCA transformation model. Based on the 14 variables listed above, Kenya's 47 counties fall into five distinct clusters, defined broadly by maternal mortality, level of mothers' education, stunting, distance to health facility on the first principal component and access to arable land, child mortality, and access to electricity and density of health facilities. Table 1 describes in more detail the similarities and differences between the clusters as well as the differences between counties in the same cluster. For example, while the counties of Kericho, Bomet, Kisii, Nandi, Kisumu, Nyamira, Trans Nzoia, Kakamega, Vihiga, Busia, Siaya, Homa Bay, Migori and Bungoma, Busia Siaya are in the same cluster as defined by per capita access to arable land and favorable agro-climate, the counties of Kisumu, Siaya, Migori, Busia and Homabay are characterized by high child mortality rates as well as higher maternal deaths.

Some key findings illustrate the scale of inequality between and among the counties. For example, a girl born in Wajir county: is 4 times less likely to have a skilled attendant at birth compared to a girl born in Mombasa County; is 67% more likely to be born to mother with no formal education compared to a girl born in Kirinyaga County. Similarly, a child born in Turkana County is 12 times more likely to be out of school compared to a child born in Kiambu County. A pregnant woman in Turkana County is 6 times more likely to die of birth complications than her counterpart in Kiambu.

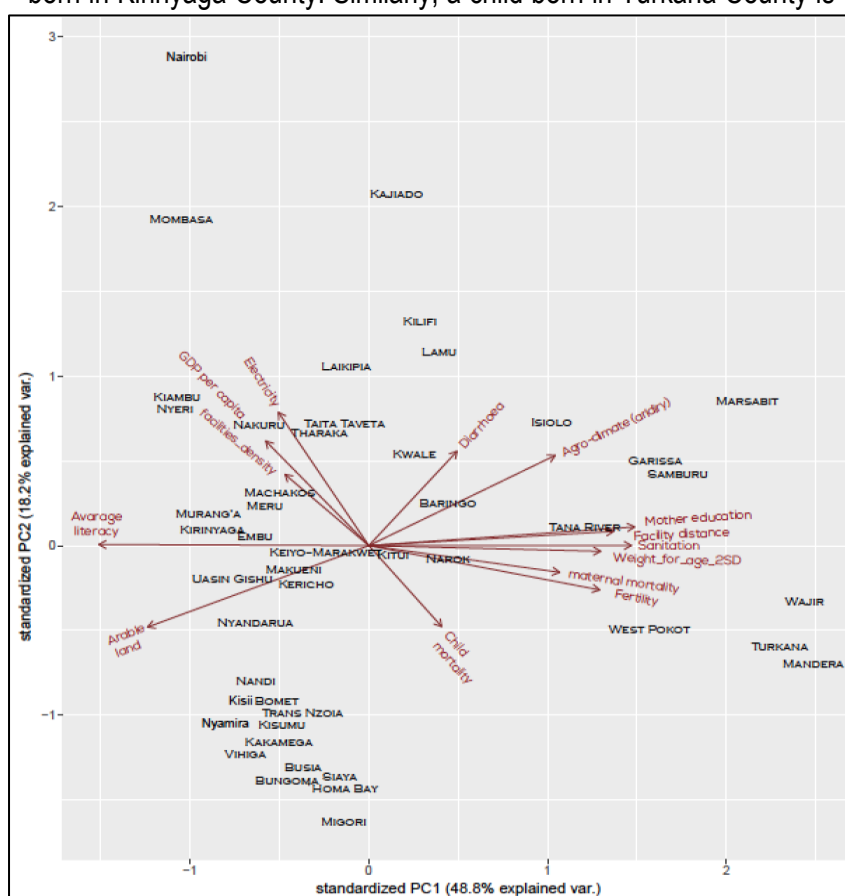


Figure 5: Principal components bi-plot

Our analysis further illustrates that intended policy and development outcomes relate in complex and nonlinear ways with multiple factors or variables. Moreover, there is often historical path dependency comprising geographic and political factors that shape and influence policy outcomes, and therefore create differential outcomes of policy prescriptions.

Exploratory analysis of publicly available data illustrates why a simple policy prescription such as free

primary education has not produced the same outcomes – enrollment, retention and completion – across Kenya’s vast and diverse regions, rural or urban. As shown in Figure 6, there is a high correlation (0.91) between mother’s education and school attendance. This is consistent with Twaweza reading and numeracy surveys, which have shown that children born of mothers who read and write can score higher in reading and writing in the early school years³⁰. Hence, inputs into the education sector such as waiving tuition and or supplying reading material are not sufficient to improve education outcomes (e.g., numeracy and literacy) in equitable ways. Multiple inputs or interventions involving other sectors, as well as factors at the household and community level must be considered.

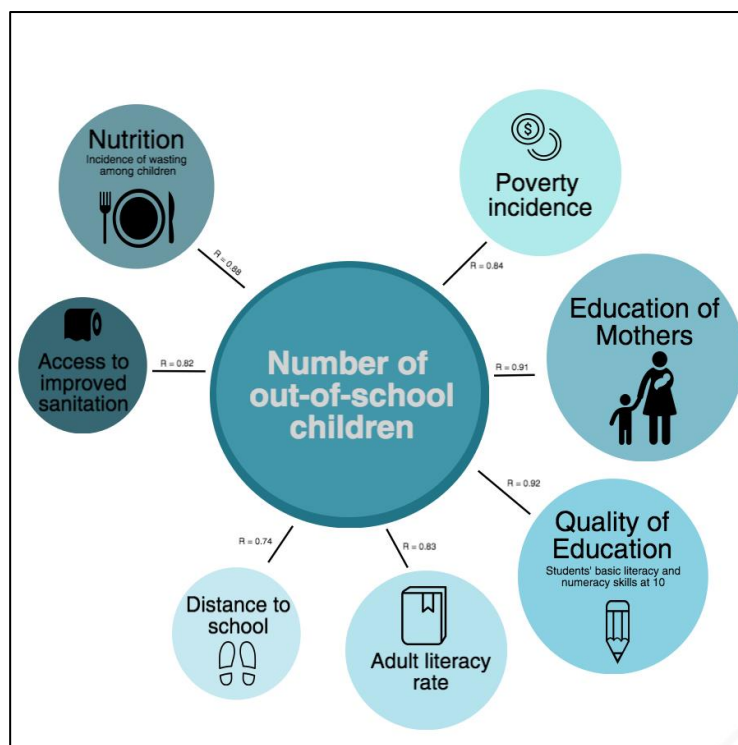


Figure 6. What factors are associated with the number of children out of School?

Similarly, policy and development programs aimed at alleviating poverty have not been associated with equitable progress across the country. Typical development programming is framed using constrained development program models, which often lack clear appreciation of how policy prescriptions perform when subject to multiple factors that nonlinearly. Figure 7 illustrates the patterns of correlation between levels of poverty incidence³¹ and nine factors, ranging from ecological, individual, household, community and infrastructure. Understanding the broad, complex and often interconnected cause of poverty is critical to designing policies and development interventions. Significant correlates of poverty include regional characteristics such as remoteness, which is measured here by distance to nearest city, community-level factors such as availability of infrastructure such as electricity, social and demographic factors such as fertility rate, mother’s education and nutrition. Here we further demonstrate the need to take a systems view of policy and decision-making. In particular, we illustrate why it is important to treat socio-economic development issues like poverty as a complex challenge and in its proper context, taking into account its multiple dimensions as well as covariates.

Through this project, we have developed two online resources for dynamic map based and dashboard visualization of sub-county data in critical areas; income, education, health and sanitation, infrastructure and demographics³². The applications enable simultaneous and comparative visualization, which provides, at a glance the county level variations across key policy and development outcomes. These applications, which will be refined, will enable dynamic postulation and testing of theories of change. Moreover, understanding the correlation structure with respect to variables of interest will allow policy

³⁰ Are Our Children Learning? Literacy and Numeracy Across East Africa. http://www.twaweza.org/uploads/files/Uwezo_EA_Report-EN-FINAL.pdf

³¹ Poverty incidence is the proportion of the population with per capita income less than the per capita poverty threshold

³² <http://data.eadialogueseries.org/spatial-inequalities/data/>; <http://data.eadialogueseries.org/inequalities-dashboard/>

or program designers to have comprehensive foreknowledge of the critical and often multiple factors (or covariates) and actors that will determine implementation.

The EAI's work on spatial patterns of inequality in Kenya, as well as preliminary work in Tanzania is helping to demonstrate what research and national statistical offices can do with available data and open access analytical tools to help civil society, journalists and citizens engage in the policy process; asking questions about differential outcomes of public policy and demanding accountability from policy makers.

What is emerging clearly from this analysis is that uniform, undifferentiated, one-size-fits-all policy prescriptions and development approaches will not solve the growing spatial inequality among Kenya's counties. That the 47 counties group into five distinct clusters illustrates that nearly 60 years of policy and development interventions have not yielded equitable outcomes

Going forward, EAI's capacity in data and policy analytics, especially through predictive and ex ante analysis, will provide an invaluable companion for program development and design, identification of indicators for M&E as well as stakeholder mapping. In our view data and policy analytics presents an opportunity for policy makers, donors and development practitioners to think and design policies and program interventions as testable change hypotheses. Hence implementation locations (at national or sub-national national levels) provide spatially explicit geographic, socio-economic and institutional arenas for real world experimentation, testing and learning. Furthermore, there is an opportunity here, to implement real-time monitoring and evaluation and adaptively modify theories of change in the course of program implementation. Hence, data and policy analytics tools present new robust possibilities both for policy/program design as well as implementation design through foreknowledge of critical factors.

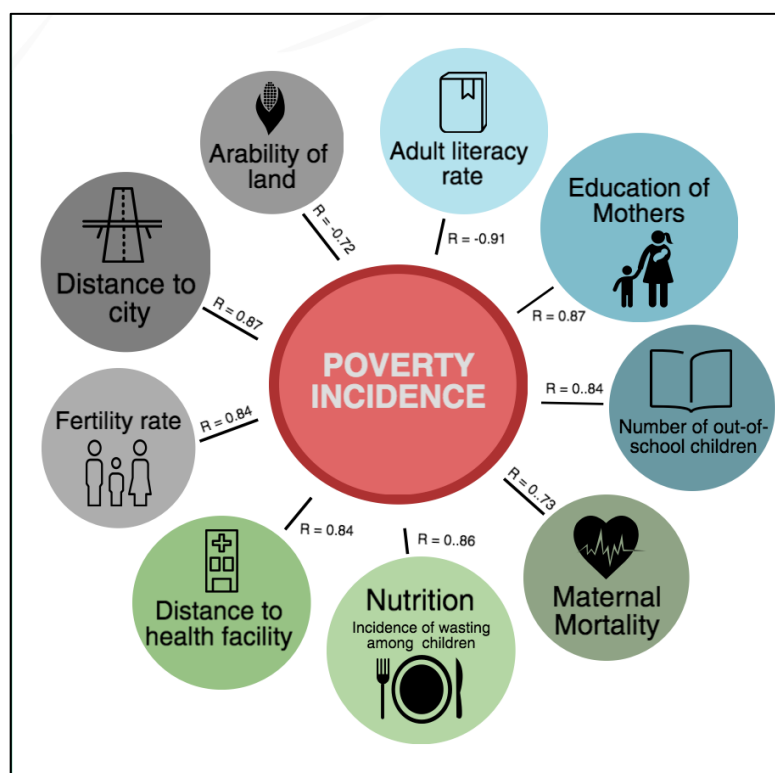


Figure 7: The correlations of poverty

Hence, data and policy analytics tools present new robust possibilities both for policy/program design as well as implementation design through foreknowledge of critical factors.

EAI's work on spatial patterns of inequality in Kenya, as well as preliminary work in Tanzania is helping to demonstrate what research and national statistical offices can do with available data and open access analytical tools to help civil society, journalists and citizens engage in the policy and decision-making process; asking questions about differential outcomes of public policy and demanding accountability from policy makers.

Using novel approaches to data and policy analytics EAI and its partners are moving decision-making processes for policy/program design and development and implementation from simple reliance on evidence to an intelligence-based approach that is predicated on insight (ex post analysis) and foresight

(*ex-ante* analysis). This is made possible through dynamic query and visualization tools and the intuitive decision dashboard applications that EAI has developed. The analytical and inference tools, as well as the web-based applications are being refined to support decision-making and citizen participation at the sub-county level in both Kenya and Tanzania.

4. 4 Institution Building

The IDRC grant was the first for EAI following its establishment in April 2013. The CAD\$150,000 grant, over three years, across three areas (youth, urbanization, and growth and inequality) attracted a matching grant from AKF Canada, \$74,000 from Ford Foundation, CAD\$25,000 from the Canadian High Commission in Kenya, \$20,000 from AKF Geneva and \$150,000 from Rockefeller Foundation for a project on extractive resources in Turkana. Hence, the initially grant from IDRC and AKF Canada had a huge catalytic effect and has played a crucial and invaluable role in laying the foundation for EAI.

The EADS project provided a basis for framing and testing regional research and public policy interest on youth, urbanization (young cities), and growth and inequality. Successful implementation – through research, effective dissemination, public engagement and partnership building – has earned EAI credibility and leadership in these key areas, which will drive consequential change in East Africa and indeed the African continent. This is evidenced by the demand for some of the research output. For example, a Google search of “East Africa Youth Survey” returns outputs from EAI’s online data portal, summary reports, media coverage of the survey findings (op-ed, commentary, feature articles and videos)³³.

The EAI has now become the go-to organization on research and policy on East African youth, by media organizations, youth-serving NGOs/foundations, academic and research organizations, as well as donor agencies. In designing their Next Generation research for Kenya, the British Council consulted the EAI and invited EAI to sit in the research advisory group to provide advice, as well as a technical review of the process. Through the EADS grant, the EAI has built significant capacity in big data and policy analytics, as demonstrated by the online data portal, the dynamic spatial visual tools and the dashboard. This is a new and strategic area with a huge potential to dramatically change the policy and decision making landscape, putting new insights at the disposal of policy makers, civil society, researchers and ordinary citizens, as well as a powerful capability for sophisticated engagement with data, information and decision options.

³³ https://www.google.com/search?client=firefox-b&ej=4jYFWrMRiZ9T1aOI2AY&q=east+africa+youth+survey&oq=East+Africa+youth+&gs_l=psy-ab.1.0.35i39k1i2j0i10k1i2j0i10k1j0i22i30k1i3j0i22i10i30k1.789105.796790.0.798244.26.22.4.0.0.275.3179.0j12j4.16.0....0...1.1.64.py-ab..7.19.3041...46j0i67k1j0i131k1j0i20i263k1j0i46k1.0.cXdPOXkWWxIE [Accessed November 2017]

5.0 Project Outputs

5.1 Open access data portals

1. East Africa Youth Survey, 2015 <http://data.eadialogueseries.org/>
2. Patterns of spatial of inequality in Kenya: <http://data.eadialogueseries.org/spatial-inequalities/data/>
3. Kenya spatial inequalities decision dashboard: <http://data.eadialogueseries.org/inequalities-dashboard/>

5.2 Op-ed articles

1. Poor data no excuse for poor policies: https://www.the-star.co.ke/news/2017/07/18/poor-data-no-excuse-for-our-bad-policies_c1598402
2. Big data presents opportunity for innovation in policy making: https://www.the-star.co.ke/news/2017/10/17/big-data-presents-opportunity-for-innovation-in-policymaking_c1653243
3. Let the youth inform urban development: <http://allafrica.com/stories/201512080124.html>
4. Uganda youth aspirational but lack integrity, opportunity. https://www.newvision.co.ug/new_vision/news/1433996/uganda-youth-aspirational-lack-integrity-opportunity

5.3 Reports

1. Understanding the spatial patterns of inequality in Kenya (Draft pdf attached)
2. Spatial poverty traps and poverty traps: An annotated bibliography (Draft pdf attached)
3. Kenya Youth Survey Report. https://ecommons.aku.edu/cgi/viewcontent.cgi?article=1016&context=eastafrica_eai
4. Uganda Youth Survey Report . https://ecommons.aku.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1017&context=eastafrica_eai
5. Tanzania Youth Survey Report. https://ecommons.aku.edu/cgi/viewcontent.cgi?article=1020&context=eastafrica_eai
Rwanda Youth Survey Report. https://ecommons.aku.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1021&context=eastafrica_eai

6.0 Problems and challenges

The unique approach of this study, research and public dialogue presented a set of challenges. First, the research had to be “translated” and presented in an accessible manner. When working on the youth survey data as well as work on young cities through performance required active participation of the youth. For example, the for the validation workshop, the youth data was written as performance and dramatized for an audience of youth leaders from the region. This is a departure from the usual PowerPoint presentations, which often excite lukewarm response and even disengagement. The commitment to public dissemination of the findings of the research posed huge challenges, especially with locking down calendars of senior government officials. Another important challenge experienced throughout the project was currency fluctuations; the decline in the value of the CAD\$ against the US \$ was so significant, cutting available resources for project implementation. It was not possible to negotiate with IDRC to provide extra budgetary resources for currency fluctuation adjustment. We suggest that some grant administrative consideration be given to currency fluctuation and its impacts on project implementation.

7.0 Overall assessment and recommendations

1. With IDRC buy-in into the value and need for a research-led dialogue series and decision to make a grant, EAI was able to leverage the IDRC grant and attract additional funds from Aga Khan Foundation, Canada, Ford foundation, Rockefeller Foundation, Canadian High Commission and Aga Khan Foundation, Geneva. IDRC investment provided credibility to EADS. People listened to EADS when they knew IDRC had invested.
2. IDRC took a leap of faith and invested in a somewhat open ended process of learning and understanding. The result has been to establish future scenarios for East Africa based on evidence and identifying key issues that need to be addressed today.
3. One intention of the project was to help donors set priorities for their future investments/priorities. Some noticeable influencing has taken place; e.g. Obama Foundation, Wangari Mathai Foundation etc. Moreover, the perspectives from EAI youth studies have informed IDRC's work on Youth and Violent Extremism (YOVEX) in Africa. Conversions with the various IDRC programs are expected in the coming months especially in the areas of youth and entrepreneurship and more broadly around implementation research and the application of data and policy analytics to inform program design.
4. While the EADS has got governments in the region listening and talking about issues like the youth it has probably had less impact on influencing change in government policy in the region. Whereas many institutions participating in EADS embraced change, the same cannot be said for government policy changing. Change takes time and governments are slow to change.
5. EADS is a good example of the importance of engaging media in the research process to disseminate information. We suspect that this project had some of the widest media coverage and public interest than any academic research in the recent times³⁴.

³⁴<https://goo.gl/pucFxr>; <https://goo.gl/MWYGsX>; <https://goo.gl/kjWTjb>; <https://goo.gl/pqVqxn> [Accessed November 2017]

Table 1: Kenya's 47 Counties, in 5 clusters

CLUSTERS	CLUSTERED BY	WITHIN CLUSTER DIFFERENCE
Group 1: Nairobi and Mombasa	High GDP Low maternal mortality Highest facility density High incidence of diarrhoea Low incidence of mothers with no formal education High adult literacy Highest electrification Good access to improved sanitation Low fertility	
Group 2: Kiambu, Nyeri, Nakuru, Meru, Machakos, Murang'a, Kirinyaga, Embu, Nyandarua, Makueni and Uasin Gishu	Mid/high adult literacy (exception Meru) Good access to improved sanitation Low/mid facility density Mid/high electrification (exception Makueni) Low/mid maternal mortality Low/mid child mortality Low fertility Mid/high GDP	Kiambu and Nyeri <i>High GDP</i> <i>Good electrification</i> <i>Low incidence of wasting</i> <i>Good access to a quality source</i>
Group 3: Kericho, Bomet, Kisii, Nandi, Kisumu, Nyamira, Trans Nzoia, Kakamega, Vihiga, Busia, Siaya, Homa Bay, Migori and Bungoma	Good arable land Good agro climate Low/mid GDP Mid/high facility density Low/mid electrification Mid/high maternal mortality Mid/high child mortality Mid/high fertility	Kericho <i>Highest incidence of diarrhoea</i>
		Busia, Siaya, Bungoma, Homa Bay and Migori <i>High child mortality</i> <i>Lower electrification</i>
Group 4: Kajiado, Kilifi, Laikipia, Lamu, Tharaka Nithi, Taita Taveta, Kwale, Isiolo, Elgeyo Marakwet, Baringo, Kitui and Narok	Low facility density High incidence of diarrhoea (exception Kwale) High incidence of wasting (exception Kajiado) Poor adult literacy (exceptions Elgeyo Marakwet and Taita Taveta) Poor arable land Poor agro climate (exception Elgeyo Marakwet) Low/mid fertility	Kajiado <i>Higher GDP</i> <i>Lower incidence of wasting</i> <i>Higher electrification</i> <i>High incidence of typhoid</i>
		Kilifi, Lamu and Laikipia <i>High electrification</i> <i>Low adult literacy</i>
		Isiolo <i>High electrification</i> <i>Low access to improved sanitation</i> <i>Poor arable land</i> <i>Lower adult literacy</i> <i>Lower facility density</i> <i>Higher maternal mortality</i>
Group 5: Mandera, Turkana, Wajir, Tana River, Samburu, Garissa, West Pokot and Marsabit	High maternal mortality Very low facility density Poor access to improved sanitation Poor arable land Poor agro climate Low adult literacy High incidence of wasting High fertility	West Pokot <i>Higher facility density</i> <i>Better agro climate</i> <i>Better arable land</i> <i>Highest incidence of typhoid</i> <i>Lower access to quality water source</i>
		Mandera, Turkana and Wajir <i>Highest maternal mortality</i> <i>Higher child mortality</i>